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ABSTRACT

This bibliography of 138 works published since 1970 deals with evaluating the acquisition of language skills. The work is appropriate for foreign language instruction and English as a Second Language. The bibliography is divided into four sections: (1) controlled experiments; (2) evaluation in general; (3) evaluation in foreign language learning; and (4) bibliographies on evaluation, including collections of tests. The first section lists works on experiments in second language instruction that have resulted in an evaluation. Part two deals with basic works, particulary those which treat particular aspects and processes of evaluation. The third section is divided into three parts: (1) factors to be evaluated, that is, book, articles and tests on testing the various language skills; (2) testing techniques that have resulted in special studies, namely, dictation, cloze procedure, multiple choice and translation; and (3) works treating current preccupations and problems, especially self-evaluation and bilingualism. (AMH)

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EVALUATION DE L'APPRENTISSAGE DES LANGUES ETRANGERES

UNE BIBLIOGRAPHIE SELECTIVE

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La bibliographie que nous présentons a été élaborée dans le cadre d'un Projet de Coopération Universitaire Franco-Québécoise : "Evaluation du Français Langue Seconde et Programmes de Formation et de Perfectionnement des Enseignants en Langue Seconde". Elle est le fruit de la collaboration de l'Université Mc Gill, de Montréal, Québec, du Centre International d'Etudes Pédagogiques de Sèvres (C.I.E.P.), et du Centre de Recherche et d'Etude pour la Diffusion du Français (C.R.E.D.I.F.) de l'Ecole Normale Supérieure de Saint-Cloud.

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- Monsieur Eugène-Pierre DAVOUST, professeur au C.I.E.P.,
- Madame Monique TREMBLAY-BOUCHARD, stagiaire de recherche québécoise 1976-1977 en France.
- Avec la collaboration de Mesdames Rosine ADDA et Catherine ROBINE, Documentalistes au C.R.E.D.I.F.

L'évolution constante des principes et méthodes de l'enseignement des langues entraîne nécessairement une évolution parallèle de l'orientation des méthodes et techniques d'évaluation.

C'est en pensant à nos collègues enseignants et psychopédagogues qui se préoccupent d'évaluation que nous avons élaboré la présente bibliographie.

APR 2 3 1980

Travaillant nous-mêmes dans le domaine de l'enseignement des langues ou de la formation des professeurs, nous avons voulu mettre à la disposition des enseignants un outil de travail pratique qui pourrait les aider à élaborer eux-mêmes des tests ou à adapter certains tests aux conditions particulières de leur enseignement. C'est ainsi que nous donnons le maximum de références en ce qui concerne les différents facteurs pouvant être évalués. Le professeur qui est intéressé, par exemple, par l'évaluation de la compréhension auditive, trouvera une série d'ouvrages classés sous cette rubrique.

Nous avons recensé d'une part, des publications relatant des expériences d'enseignement des langues ayant donné lieu à évaluation, d'autre part, des ouvrages théoriques et pratiques traitant des différents problèmes et aspects de l'évaluation et présentant des exemples de tests.

Nous espérons que nos collègues trouveront dans ces ouvrages, non pas certes des modèles de tests à reproduire, mais plutôt des idées, des conseils qui pourront les guider dans un travail créatif.

Nous n'avons pas voulu faire une nomenclature des tests publiés, ce travail ayant été effectué par des spécialistes, dans des ouvrages et répertoires que nous signalons.

Nous avons sélectionné, après analyses 138 titres. Nous n'avons relevé que les ouvrages parus depuis 1970, à l'exception de certains grands ouvrages de base qui peuvent être plus anciens.

Les ouvrages de base cités sont des ouvrages de référence. Nous avons insisté davantage sur les travaux qui traitent des points particuliers et des différents procédés d'évaluation.

Nous avons écarté les ouvrages rares, qu'il peut être difficile de se procurer, et les documents multigraphiés à diffusion trop restreinte.

Chaque ouvrage est affecté d'un code unique correspondant à la rubrique de son classement.

Un ouvrage traitant de plusieurs questions, ou constitué de plusieurs chapitres ou articles se rapportant aux différents aspects d'un même problème apparaitra plusieurs fois : d'abord à la rubrique du thème principal, dans laquelle il est classé, et qui détermine sa cote de référence ; puis aux différentes rubriques des autres thèmes qu'il aborde , où il sera mentionné à la fin de ces rubriques, en liste annexe ("Voir aussi"), avec la cote qui le caractérise.

Un ouvrage collectif dont les chapitres ou articles sont rédigés par divers auteurs est classé en fonction du thème principal de l'ouvrage, et sous le nom du responsable de la publication. Le nom des autres auteurs n'apparaitra que si leur contribution se rapporte à un aspect particulier et il sera, en ce cas, mentionné à la rubrique correspondante.

Nous avons adopté un classement chronologique à l'intérieur de chaque section, ce qui permettra de compléter la bibliographie à l'occasion d'une éventuelle réédition. Nous considérons en effet cette publication comme provisoire, et nous remercions par avance les collègues qui voudront bien nous faire bénéficier de leurs remarques constructives.

Outre le classement thématique que nous avons commenté dans notre préface, et que nous présentons ci-après de façon détaillée, nous avons constitué en annexe, à la fin de cette bibliographie, une liste alphabétique par nom d'auteur.

Les publications rassemblées provenant à la fois d'Europe et d'Amérique, les normes bibliographiques adoptées représentent un compromis entre les différents systèmes pratiqués.

CLASSEMENT THEMATIQUE : PRESENTATION DES RUBRIQUES ET DE LEUR CODE

E - EXPERIENCES CONTROLEES

Ouvrages relatant des expériences d'enseignement des langues ayant donné lieu à une évaluation.

G - EVALUATION EN GENERAL

Ouvrages fondamentaux et grands ouvrages de base.

L - EVALUATION EN LANGUES

Trois sections : LF : Facteurs à évaluer
LT : Techniques d'évaluation
LP : Points particuliers

LF : Facteurs à évaluer

Nous entendons par "facteurs à évaluer" les différents "savoir-faire" que l'on cherche à évaluer.

LF a : Facteurs multiples
C'est-à-dire évaluation qui intègre plusieurs "savoir-faire".
LF b : Evaluation centrée sur la communication
LF c : Evaluation centrée sur la compréhension auditive
LF d : Evaluation centrée sur l'expression orale
LF e : Evaluation centrée sur l'expression écrite
LF f : Evaluation centrée sur la compréhension écrite et la lecture

LT : Techniques d'évaluation

Nous classons sous cette rubrique des moyens ou procédés de tests ayant donné lieu à des études particulières.

LT a : Dictée
LT b : Closure
LT c : Choix multiple
LT d : Traduction

LP : Points particuliers

Nous mentionnons quelques ouvrages traitant des problèmes qui font l'objet de préoccupations actuelles.

EP a : Autoévaluation
LP b : Bilinguisme

B - BIBLIOGRAPHIES

Bibliographies sur l'évaluation, recueils et répertoires de tests.

PRESENTATION DES REFERENCES

Les publications sont présentées de la façon suivante :

1) Livre

Exemple :

Auteur(s)	DE LANDSHEERE, Gilbert
Titre	Evaluation : Contenu et Examens : Précis de Docimologie
Editeur(s)	Bruxelles, Labor, et Paris, Fernand Nathan, 1974

Ville — Editeur(s) — Année

2) Article

Exemple :

Auteur(s).....	OLLER, John W., Jr., INAL, Nevin
Titre ..... (entre guillemets)	"A Cloze Test of English Prepositions"
Référence	TESOL Quarterly, 5, 4, 1971, 315-326

Nom de la revue — Volume (et numéro éventuellement) — Année — Pages

3) Chapitre d'un ouvrage collectif

Exemple :

Auteur(s)	DAVIES, Alan
Titre du chapitre (entre guillemets)	"Two Tests of Speeded Reading"
in + référence ...	in JONES, Randall L., SPOLSKY, Bernard, Testing Language Proficiency, Arlington, Virginia, Center for Applied Linguistics, 1975, 119-130

Directeur(s) de la publication — Titre de l'ouvrage

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L'Expérience Sixième Vivante en Côte d'Ivoire
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Trends in Education, 33, 1974, 31-35

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Canadian Modern Language Review, 32, 5, 1975, 543-561

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"Bilingual Reading Skills of Primary Schoolchildren in Ghana"
Working Papers on Bilingualism
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"An Experiment Using Programmed Self - Instruction and Performance Objectives in First Year University French"
Foreign Language Annals, 9, 3, 1976, 218-227

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Five Years of Primary French Immersion
Annual Reports of the Bilingual Education Project to the Carleton Board of Education and the Ottawa Board of Education up to 1975
Toronto, the Ontario Institute for Studies in Education, 1976

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Evaluation of the Lakeshore School Board Partial French Immersion Programs
Annual Progress Reports, 1973, 1974, 1975, 1976, 1977
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G

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Dubuque, Iowa, W.M.C., Brown Company, 1971

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New-York, MLA Publications, 1970

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